

General Information

Meetings: TTH 12:30 - 1:45, H-225
Office : H-314, Sign up on door log for appointments. (24 hours in advance)
Objectives:

By the end of the semester, the student should have an increased awareness of the major issues being debated and acted upon within the mass media. Reading, debate and outside research will heighten the student's ability to identify the dynamics, history, trends and implications for the future of these issues, the better to deal with them in professional encounters.

Text: (Required) Mass Media Issues: Analysis and Debate, Third Edition, George Rodman

In addition to the readings in the text, the student is urged to become current in the issues being discussed in class by reading a major metropolitan daily newspaper, and one newsweekly, along with any other print or broadcast source which may reflect very current developments in these debates.

Clip File: ✓

Each student will be required to maintain a "clipfile" of articles, broadcasts, interviews, correspondence, etc., gleaned from the media which relate to topics covered in the course. Please bind or paste these to conform to 8 1/2" x 11" format and submit on last day of class. Manila folders or envelopes are ideal. These will be used to form the basis for class discussions. - *first table of contents.*

Quizzes:

There will be 16 quizzes as scheduled. These are multiple choice. Please have #2 pencil and scantron 882 form on scheduled quiz days. Questions are based entirely on the text chapters. There will be no final exam.

quiz strip 3x5

3/87

This is a seminar. The content and procedure will be to a large extent determined by the class. We will explore, research, present, argue, discuss and perhaps reach consensus on some of the more important issues in mass communication today. We will look at the continuum of issues, position polarities, and probable futures of these issues very currently in debate in the West, primarily in the U.S. How we go about this will be up to the class. The objective portion of the class will be the quizzes, based on text reading. The subjective portion will be the preparation of a "position paper." This paper will be not less than 25 double spaced, 1 inch margin typed pages with title page, abstract, foot or end notes, and an annotated bibliography. Consult a good style guide for construction (i.e. Kate Turabian). Topic and treatment are determined by the individual student. The paper must explore some issue or a particular facet of a larger issue in some depth. The papers will be discussed at length as the class progresses. See schedule for "abstract or outline" due date.

"FACETS" or "SEGMENTS" of an issue might include, but not be limited to:

Historical context	Implications for the future
Political ramifications	Current arguments
Global perspective	Personal experience
Social impact	Parties at interest
Personality profiles	Media visibility
Role of technology	Economic impact
Rate of adoption	Public debate
Ethical considerations	Legal ramifications
Proposed resolution	

Class Presentations: (2)

Each student must select two topics for oral presentation to the class, and the two dates, one for each of the two presentations. The text will provide the student with a "category" for the issue to be explored. The instructor will poll the class during the course of the semester to determine what topics and categories have been chosen, and set the dates for presentation. Students choosing topics which fall under the same "umbrella categories" will be given time in class to meet and discuss their choice of category or "facet", so that students will not be presenting material covered by another student. The only provision for this discussion portion of the class is that each student must participate orally at least twice during the semester, and each student must present to the instructor a short written summary of research done in preparation for the discussion at the end of discussion segment. Each presenting student will be graded on quality of research, relevance to issue being discussed, and organization of material. Discussion outlines should be a single spaced, one page typed 8 1/2 x 11 sheet, with annotated bibliography.

Grading

Final grades will be computed from point accumulation for the semester. Quizzes are objective, multiple choice.

quizzes:	16 @15	240	
class presentation:	2 @ 300	600	
clipfile:		100	
major paper:		300	
		1240	Total points possible

Attendance

Because of the structure of the course, heavy emphasis is placed upon class debates and discussion. Roll will be taken at every class session. Two free cuts are allowed. Any subsequent cuts will be at the cost of twenty points to be deducted from the total, unless arrangements are made in advance with the instructor. Unanticipated emergencies must be authenticated. Absence is unacceptable as a reason for not knowing of changes in schedule or assignments.

Graduate differential:

Graduate students are expected to accomplish more in the class than undergraduates when the course is taken as part of the students graduate study plan. Please see instructor for differential assigned.

Students to fill in discussion and presentation dates

Dr. Calhoun
Fall, 1989

COMM 427 - 07884U
CURRENT ISSUES IN MASS COMMUNICATIONS
TENTATIVE SCHEDULE

UNIT I - The Media

Week 1

Aug. 29 Overview of the course and text purchase. Read Rodman (R),
Chapter 1.
31 Defining "Issues". Polarities and continuum. Clipfile
discussion. Procedure and discussion.

Week 2

Sept 5 Quiz #1.
7 Students to fill in open dates for presentations, or assigned
discussion topics.

Week 3

Sept 12 Quiz #2
14

Week 4

Sept 19 Quiz #3
21

Week 5

Sept 26 x Quiz #4
28 Quiz #5

Week 6

Oct 3 Quiz #6
5

Week 7

Oct 10 Quiz #7
12

→ PRESENTATION

UNIT II - THE PERSUADERS

Week 8

Oct 17 Quiz #8
19 Quiz #9

Week 9

Oct 24 Quiz #10
26

Week 10

Oct 31 Quiz #11
Nov 2

Week 11

Nov 5 Quiz #12
9 Major paper topic presentations, verbal and 1 page summary
turn-in.

UNIT III -- MEDIA CONTENT

Week 12

Nov 14 Quiz #13
16

Week 13

Nov 21 Quiz #14
23 THANKSGIVING

Week 14

Nov 28 Quiz #15
30 Major paper abstract or outline due. Verbal presentation, every
student!

Week 15

Dec 5 Quiz #16
7 Last day of class. Major papers and clipfiles due.
No late papers or clipfiles will be accepted!

Dec 11-15 Final exam week.

CLASS WILL NOT MEET DURING EXAMINATION DATE IN CLASS SCHEDULE

* PLEASE READ THIS AGAIN!!

6 QUESTIONS #
STATUS OF WORKER → FLOW SYMBOL OF
GOOD FEELING

- A. Popular Idea: We are a nation of Immigrants & proud of our immigrant heritage
- B. Historical Reality (Problem): History shows an adverse attitude towards new comers, a less than open door
 - 1. The Sedition Acts . . .
- C. Therefore the United States is actually Ethnophobic (part of its European heritage . . .)
 - 1. A persistent problem generally points to problem that is fundamental to the nation's stated philosophy (eg., the popular idea vs. the historical reality . . .)
 - 2. Given reasons for Ethnophobia: Economic/Racial (Economic language, Racial Meaning)
 - a) drain of Public Services (medical, welfare, schooling)
 - b) employment displacement
 - 3. In Southern California: the research doesn't support the given reasons . . .
 - 4. The Undocumented Worker's Reasons for Immigrating
 - a) Work!!!
 - b) It is a case of misplaced self-enlargement to think that the Undocumented Worker comes to the United States, endures incredible hardship [Davidson, John. The Long Road North. Austin, Texas: Texas Monthly Press, Inc. 1981], because the US is such a neat place to live.
- D. The Amnesty Program is a step in the right direction But [History of Alternating Policies] what happens during the next economic down turn?
- E. Proposed: Something very Basic:
 - 1. Decriminalization of the Immigration Process
 - a) Criminalization of Immigration is not consistent with the basic philosophy of an open society --- and our inability to control the flood is evidence that one cannot have an open society and a closed border.
 - b) concern for controlling the borders? Justified. But it is easier to keep tabs on those that are not being driven underground.
 - 2. Meaningful economic assistance to Mexico - as long as Mexico has a 50 percent unemployment rate, or predominantly sub-poverty living conditions the masses will head north looking for work, border or no border - starvation knows no political boundaries. A stable Mexican economy = reduced immigration.